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ABSTRACT

These three documents, tracing the development and use of the Continuing Education Unit (CEU) within the University System of Georgia, begin with two interim reports dated Dec. 1, 1973. These reports of the Ad Hoc Committee provide the necessary guidelines for complying with revisions of Standard Nine of the Southern Association of Colleges and Schools. Inter-institutional cooperation in program planning and resource utilization is recommended. The final document, the product of the first two, offers methods of implementation, classifies activities, and discusses administrative responsibilities. It offers a sixteen-page appendix which includes the Standard Nine, a CEU document concerning administrative and organizational matters, and an eight-page section of reporting procedure instructions and forms. (MW)

ED 090432

The Use of The Continuing Education Unit to Report Special Activities in the Institutions of The University System of Georgia

An Interim Report of the Ad Hoc Committee on the Continuing Education Unit

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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"One Continuing Education Unit is
TEN CONTACT HOURS OF PARTICIPATION
in an Organized Continuing Education Experience
Under Responsible Sponsorship, Capable Direction
and Qualified Instruction."

(P. 21 from Standard IX of the Standards of the College Delegate Assembly of Southern Association of Colleges and Schools, December 1, 1971.)

CE 001 573 (a)

AD HOC COMMITTEE OF THE PUBLIC SERVICES COMMITTEE

OF THE UNIVERSITY SYSTEM OF GEORGIA*

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* The Ad Hoc Committee was given the responsibility to study the implications of both the continuing education unit and the external degree section of the Revised Standard Nine of the Southern Association of Colleges and Schools. This report is dealing only with the continuing education unit and was approved by the presidents of the twenty-seven system institutions on April 14, 1972, to be effective July 1, 1972. The Ad Hoc Committee will continue to work on the report to make appropriate implementation plans.

INTRODUCTION

The commitment of the University System of Georgia to public service and continuing education was well expressed by the Board of Regents when it adopted a policy statement on public service in 1971. Noting the growth of the System to twenty-seven institutions, the statement points out:

> As this growth has taken place, Continuing Education and Public Service have emerged as an extension of the traditional on-campus learning process, available to adults wherever sufficient interest has been found. Individuals in all walks of life must keep themselves abreast of new knowledge and understand how it can be applied effectively in solving the many problems which they and their communities are encountering. Any system designed to achieve these objectives will be built around an aggressive continuing education program.

The statement recognizes the wide variety of programs of public service and continuing education that are now in progress throughout the University System. In its concluding paragraph, the statement acknowledges the responsibility of the University System to provide "not only the best possible educational experiences for young people, but also opportunities for continuing education for adults in all walks of life."

One problem that has been faced in continuing education and public service programs throughout the years has been the necessity for a system's allowing the orderly recognition and reporting process for the non-credit learning efforts of the individual and the programming efforts of institutions. The Commission on Colleges and Schools now requires its member institutions, if they engage in certain special activities, to recongize and record properly the institution's efforts.

This action took place in December, 1971, when the College Delegate Assembly adopted a new "Standard Nine," a series of regulations that requires new procedures and policies at every member institution engaged in "Special Activities" (a term used by the Southern Association to

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denote such public service activities as continuing education, off-campus extension, conference and institute work, etc.). Standard Nine became effective upon its adoption and is now in effect and obligatory upon all member institutions engaged in special activities. (A copy of Standard Nine is in Appendix I.)

An ad hoc subcommittee of the membership from the Public Service Committee of the Board of Regents of the University System of Georgia was appointed by its chairman to study the implications of the area of Standard Nine requiring that "non-credit programs should be appropriately identified and recorded by means of the continuing education unit (c.e.u.)." It is the purpose of the following interim report to examine the ramifications of the use of the continuing education unit by the University System of Georgia and to recommend appropriate actions.

DEFINITION

The authors of Standard Nine drew heavily upon work that had been proceeding for several years by the National Task Force to Study the Feasibility and Implementation of a Uniform Unit for the Measurement of Non-Credit Continuing Education Programs. The National Task Force states that "one continuing education unit is ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction." Standard Nine incorporates this unit and its definition as the measuring device which is to be used to construct a system for reporting an institution's non-credit special activities program efforts.

POSSIBLE METHODS OF IMPLEMENTATION

There are several ways that the c.e.u.'s for non-credit special activities can be implemented at institutions in the University System of Georgia. Three approaches discussed by the subcommittee were as follows:

1. Each institution in the System could develop its own implementation policies and procedures for the recording of c.e.u.'s.

2. The University System could develop and administer both policies and procedures for the c.e.u. The System could handle from its Atlanta offices (under the direction of the office of the Vice Chancellor for Services) every report function.

3. The University System could develop (through its committee structure) broad, general policies on the c.e.u. and its use in public service programs and continuing education at System institutions. Such system-wide committees could make major definition decisions, establish guidelines and criteria, and make decisions concerning such matters as information required on records and reports. Other decisions (such as which programs would be granted c.e.u.'s) could be handled at the local institutional level.

The subcommittee recommends the third approach, since it is consistent with the University System's heritage and practice concerning institutional autonomy for local programming. The third approach also allows for the required uniformity in records and reports which must go from the University System institutions to the Regents and to the Southern Association.

Utilization of the Continuing Education Unit

The following statement appears in Standard Nine:

> The continuing education unit should be used as the basic unit of measurement for an individual's participation in and an institution's offering of non-credit classes, courses, and programs.

In order to fulfill the above statement of measuring an individual's participation in and an institution's total offering of non-credit special activity programs, the ad hoc subcommittee recommends that the continuing education unit be used in three areas of special activity programs in all units of the University System of Georgia

AREA I

Activities classified in this category will meet at least the following standards:

1. The non-credit activity is planned in response to an assessment of educational need for a specific target population.

2. There is a statement of objectives and rationale.

3. Content is selected and is organized in a sequential manner.

4. There is evidence of pre-planning which includes the opportunity for input by a representative of the target group to be served, the faculty area having content expertise, and continuing education personnel.

5. The activity is instructional and is sponsored by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to select and approve the resource personnel utilized.

6. There is a provision for registration for individual participants.

7. Evaluation procedures are utilized.

Individuals who participate in Area I activities will register and have individual records of their involvement submitted to and be available from the institution registrar. Continuing education units will be assigned in advance to programs and awarded to individual participants.

AREA II

Activities classified in this category will meet at least the following standards:

1. The activity is a planned educational experience of a continuing education nature for a diversified population.

2. The activity is instructional in nature and is sponsored by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to select and approve the resource personnel utilized.

3. Registration is required but only to produce a listing of the participants for institutional reporting use.

Individuals who participate in Area II activities will register, but no c.e.u.'s will be awarded and no individual transcript of their involvement will be available.. Institutional certification of involvement will be made by means of a registration list, and a file of program materials will be maintained by the public service or continuing education officer.

AREA III

Activities classified in this area will meet at least the following standards:

1. The activity is a planned educational event with a stated purpose and is open to the general public.

2. It is sponsored by an academic or administrative unit of the institution.

3. Certification of total attendance is required.

These events exclude entertainment-type activities, although they are open to the general public. For reporting purposes each institution will certify an attendance figure, but the institution will not have to register each individual attending. No individual c.e.u.'s will be awarded.

OTHER AREAS

Each institution may wish to classify and report other activities of a non-credit nature to illustrate those things which require staff effort but do not meet the standards of the above three areas. Until further experience provides the needed information to articulate the area standards for these activities, it is suggested that institutions report these activities not in terms of c.e.u.'s but only on the basis of total attendance and that no c.e.u. credits be given.

Administration

The role and function of the chief administrator for special activities is to determine in advance through designated administrative channels the appropriate c.e.u. area in which to classify the activity and to specify the number of c.e.u.'s which may be awarded.

The Standard requires that the administrative policies, procedures, and services appropriate to conduct the non-credit special activities should be developed and administered by the public services vice president, dean, or director in cooperation with other administrators and policy groups. The registrar's office will service these activities by developing for the special activities unit mechanisms for maintaining permanent records of an individual's involvement in Area I activities. His office will also maintain program materials

on these activities for possible reference, just as he now maintains a file of college catalogs, class rolls, etc. He should be prepared to issue upon request an accumulative c.e.u. record for each individual who has ever participated in [illegible] activities at the institution.

Information Required and Reporting Methods

In an effort to collect basic data about all non-credit activities and to provide for uniform reporting throughout the University System, the ad hoc subcommittee recommends that the procedures and forms outlined in Appendix II be followed.

Standard Nine also requires that the c.e.u. records serve as a part of the full-time equivalent student account of non-credit special activities for the institution. After conferring with officials of the Southern Association, the subcommittee determined that, for the purpose of counting the volume of non-credit special activities, forty-five continuing education units are equal to an equivalent full-time student for a nine-month academic year. Fifteen continuing education units are equal to an equivalent full-time student for the Summer Quarter. These conversions should be made, and the resulting figures will be the full-time equivalent student account for the institution.

Reporting Dates

Public service activities within the University System do not adhere to an academic quarterly break but generally operate on a continuing nature. However, statistical summaries can be computed and reported for those activities completed during this time frame. The ending date of an activity will determine the month in which it is to be reported.

January, February and March activities will be reported in April.

April, May and June activities will be reported in July.

July, August and September activities will be reported in October.

October, November and December activities will be reported in January.

CONCLUSIONS AND RECOMMENDATIONS

Standard Nine became effective as of its adoption by the Delegate Assembly of the Southern Association of Colleges and Schools in December, 1971. However, it is felt that final procedures for implementing the continuing education unit cannot be developed without some experience in the use of the unit. Therefore, the following time schedule is recommended:

July 1, 1972	All System institutions begin recording c.e.u.'s for FY '73 using criteria and collecting essential data on all activities.
February 15, 1973	The October and January continuing education reports will be reviewed by the ad hoc committee and further recommendations made to System institutions.
September 1, 1973	Final Report due on Guidelines for implementation of the c.e.u. in the University System.

It is further recommended that the suggestions outlined in this report relative to the use of the c.e.u. be adopted by all units within the System. A uniform procedure must be followed if the System is to gain the insight needed to finalize policies and procedures for the c.e.u.

Also, it is further recommended that the subcommittee on the continuing education unit work on both formal and informal bases with the public service directors and directors of continuing education of units throughout the University System. The subcommittee can also serve as a source of information for campus registrars and other interested officials. In addition, subcommittee members could work with the Office of the Vice Chancellor for Services if necessary.

CONTINUING EDUCATION
AND
PUBLIC SERVICE
RECORD KEEPING
UNIVERSITY SYSTEM OF GEORGIA

AN INTERIM REPORT OF THE AD HOC SUBCOMMITTEE
ON THE CONTINUING EDUCATION UNIT

AUGUST 15, 1972

CE 001 573 (b)

I. REPORTING PROCEDURES

In order to fulfill the requirements of Standard Nine of the Southern Association and in an effort to improve the reporting of service information in the University System of Georgia, the following material is provided. The information requested is in no way intended to dictate the only types of information an institution may want to record on service activities. For many institutions this will serve as the minimum amount of information obtained and for other institutions the information required to complete these forms may be all the information they feel is necessary to record. More important than how each institution decides to collect the data is the fact that all System institutions will use the suggested forms for reporting their Continuing Education Unit Activities to the Office of the Vice Chancellor for Service.

Each Institute should duplicate the Service Report forms provided and use them in reporting their service efforts to the Office of the Vice Chancellor for Service. The following schedule of reporting will be used:

July, August, and September activities will be reported in October;

October, November, and December activities will be reported in January;

January, February, and March activities will be reported in April;

April, May, and June activities will be reported in July.

The first reports will be due in October and should provide information on the programs completed during July, August, and September. Each subsequent reporting period will consist of not only a report of quarterly activities, but also a year-to-date report. The year-to-date report presented each July will provide the appropriate information for the entire fiscal year.

Change in Designation of Types of CEU Programs

It was recommended during the meeting of System Presidents that the use of the word "area" to designate CEU programs be changed because of the use of the word "area" in describing academic classifications. The Ad Hoc Subcommittee on the CEU discussed this request and decided to use the word "category" instead of "area" to designate the types of CEU programs. Therefore, it is requested that you make this change throughout the Interim Report.

Service Report Form 1 --- Participant Summary Report

Data required on individuals participating in Category I and II is as follows: *

Item	Category I	Category II
1. Social Security Number and/or Alpha number	X	X***
2. Address (including zip code)	X	X***
3. Sex**	X	X
4. Age Group**	X	X
5. Minority participation**	X	X

* Category III activities require only a certification of attendance.

** Information may be obtained empirically if necessary.

*** Collection of data is optional.

As stated in the Interim Report, the registrar's office will develop the mechanisms for maintaining permanent records of an individuals involvement in Category I activities. The registrar will also maintain program materials on these activities for possible reference, just as he now maintains a file of college catalogues, class rolls, etc. He should be prepared to issue upon request an accumulative C.E.U. record for each individual who has participated in Category I activities at the institution since July 1, 1972.

Service Report Form 2 --- Program Report

The following information is required in order to complete this report.

A. Program Classification Code Number---Each program shall be categorized by a three digit numbering system utilizing the following classification system. For reporting purposes programs should be grouped by activity code in sequential order.

1. Problems and issues of society in . . .
   - 1.01 Health and safety
   - 1.02 Human relations and communications
   - 1.03 Education
   - 1.04 Government
   - 1.05 Business
   - 1.06 Law and law enforcement
   - 1.07 Community development
   - 1.08 Aging
   - 1.09 Social Change
   - 1.10 Environment
   - 1.11 Agriculture and food production

2. Subjects of personal interest . . .
   - 2.01 Leisure Time activities
   - 2.02 Cultural enrichment
   - 2.03 Expanding knowledge about the world and its people
   - 2.04 Civic and economic understanding

3. Skills and/or knowledge for occupational improvement in . . .
   - 3.01 The professions
   - 3.02 Business and industry
   - 3.03 Government
   - 3.04 Education
   - 3.05 Law and law enforcement
   - 3.06 Clerical
   - 3.07 Trades and technologies
   - 3.08 Agriculture and food production
   - 3.09 Social Services

4. Subjects related to intellectual skills development in . . .
   - 4.01 Reading
   - 4.02 Writing
   - 4.03 Language
   - 4.04 Mathematics
   - 4.05 Critical and creative thinking
   - 4.06 Listening

5. Subjects related to personal life problems and demands . . .
   - 5.01 Finance
   - 5.02 Foods and nutrition
   - 5.03 Family living
   - 5.04 Child development
   - 5.05 Health and safety
   - 5.06 Personal Assessment
   - 5.07 Consumer understanding

B. Category Code
   1. Category I
   2. Category II
   3. Category III

C. Program Format Code
   1. Conference
   2. Institute
   3. Short course
   4. Workshop
   5. Seminar
   6. Special Training program
   7. Other

D. Program Title

E. Program Location (city)

F. Length of program in hours

G. Total participants (excluding instructional staff)

H. Participant Hours. Cumulative total of hours participants are in instructional sessions (Example: 20 participants x 10 hours of instruction = 200 participant hours)

I. Instructional Hours. Cumulative hours of all faculty in contact with participants. This would account for the use of panels, team teaching and concurrent sessions where more than one faculty is in contact with students at the same time. (Example: 3 Faculty members x 1 concurring program hour = 3 Instructional hours.)

J. C.E.U.'s per program

K. Total institutional effort reported in CEU's for all categories. (Example: 1,000 participant hours ÷ 10 = 100 Institutional CEU's.)

Service Report Form 3 -- Summary Report By Program Classification

This information provides a summary report by program classification. The total number of programs, total participants, total participant hours and the total institutional effort by category. The definition of terms used in this report is provided in the narrative for Service Report Form 2.

Service Report Form 4 -- Faculty Participation Report

This report will provide information on the status of individuals serving as faculty in public service activities and also their institutional affiliation.

Service Report Form 5 -- Institutional Summary Report of CEU Activities

This report will be prepared by the institutional service representative and the registrar. It will provide a summary of the total number of programs, total number of participants, total number of faculty participating, total instructional hours, total participant hours and total institutional CEU's earned. Please refer back to the explanation of Service Report Form 2 for definition of terms and examples.

As stated in the Interim Report Standard Nine requires that the C.E.U. records serve as a part of the equivalent full time student account for the institution. After conferring with officials of the Southern Association, the Subcommittee determined that, for the purpose of counting the volume of non-credit special activities, forty five continuing education units are equal to an equivalent full-time student for a nine-month academic year. Fifteen continuing education units are equal to an equivalent full-time student for the Summer Quarter. These conversions should be made and the resulting figures will be the full time equivalent student account that should be utilized when reporting to the Southern Association.

PARTICIPANT SUMMARY REPORT

Institution _____ Date _____

Reporting Period _____

		Category I	Category II
I.	Total number of registrations		
	A. Sex		
	1. Female	_____	_____
	2. Male	_____	_____
	B. Age Classification		
	1. Under 22	_____	_____
	2. 22–35	_____	_____
	3. 36–55	_____	_____
	4. Over 65	_____	_____
	5. Information not given	_____	_____
	C. Minority participation		
	1. American Negroes	_____	_____
	2. Spanish-surnamed Americans	_____	_____
	3. American Indians	_____	_____
	D. Non-minority participation	_____	_____
II.	Total participants in Category III activities	_____	
III.	Total participants in Categories I, II, and III	_____	

IV. Registrations by states

Alabama	____	Louisiana	____	North Dakota	____
Alaska	____	Maine	____	Ohio	____
Arkansas	____	Maryland	____	Oklahoma	____
Arizona	____	Massachusetts	____	Oregon	____
California	____	Michigan	____	Pennsylvania	____
Colorado	____	Minnesota	____	Rhode Island	____
Connecticut	____	Mississippi	____	South Carolina	____
Delaware	____	Missouri	____	South Dakota	____
Florida	____	Montana	____	Tennessee	____
Georgia	____	Nebraska	____	Texas	____
Hawaii	____	Nevada	____	Utah	____
Illinois	____	New Hampshire	____	Vermont	____
Idaho	____	New Mexico	____	Virginia	____
Indiana	____	New Jersey	____	Washington	____
Iowa	____	New York	____	West Virginia	____
Kansas	____	North Carolina	____	Wisconsin	____
Kentucky	____			Wyoming	____

QUARTERLY PROGRAM REPORT

Institution _____ Date _____

Reporting Period _____

Classification Code	Category Code	Program Format Code	Program Title	Location (City)	Program Length Hours	No. Participants	No. Participant Hours	No. Instruction Hours	CEU Per Program	Total Institutional Effort in CEU's
				TOTAL						

Service Report Form 2

V. Registrations by Georgia counties

Appling ____
Atkinson ____
Bacon ____
Baker ____
Baldwin ____
Banks ____
Barrow ____
Bartow ____
Ben Hill ____
Berrien ____
Bibb ____
Bleckley ____
Brantley ____
Brooks ____
Bryan ____
Bulloch ____
Burke ____
Butts ____
Calhoun ____
Camden ____
Candler ____
Carroll ____
Catoosa ____
Charlton ____
Chatham ____
Chattahoochee ____
Chattooga ____
Cherokee ____
Clarke ____
Clay ____
Clayton ____
Clinch ____
Cobb ____
Coffee ____
Colquitt ____
Columbia ____
Cook ____
Coweta ____
Crawford ____
Crisp ____
Dade ____
Dawson ____
Decatur ____
DeKalb ____
Dodge ____
Dooly ____
Dougherty ____
Douglas ____
Early ____
Echols ____
Effingham ____
Elbert ____
Emanuel ____
Evans ____
Fannin ____
Fayette ____
Floyd ____
Forsyth ____
Franklin ____
Fulton ____
Gilmer ____
Glascock ____
Glynn ____
Gordon ____
Grady ____
Greene ____
Gwinnett ____
Habersham ____
Hall ____
Hancock ____
Haralson ____
Harris ____
Hart ____
Heard ____
Henry ____
Houston ____
Irwin ____
Jackson ____
Jasper ____
Jeff Davis ____
Jefferson ____
Jenkins ____
Johnson ____
Jones ____
Lamar ____
Lanier ____
Laurens ____
Lee ____
Liberty ____
Lincoln ____
Long ____
Lowndes ____
Lumpkin ____
McDuffie ____
McIntosh ____
Macon ____
Madison ____
Marion ____
Meriwether ____
Miller ____
Mitchell ____
Monroe ____
Montgomery ____
Morgan ____
Murray ____
Muscogee ____
Newton ____
Oconee ____
Oglethorpe ____
Paulding ____
Peach ____
Pickens ____
Pierce ____
Pike ____
Polk ____
Pulaski ____
Putnam ____
Quitman ____
Rabun ____
Randolph ____
Richmond ____
Rockdale ____
Schley ____
Screven ____
Seminole ____
Spalding ____
Stephens ____
Stewart ____
Sumter ____
Talbot ____
Taliaferro ____
Tattnall ____
Taylor ____
Telfair ____
Terrell ____
Thomas ____
Tift ____
Toombs ____
Towns ____
Treutlen ____
Troup ____
Turner ____
Twiggs ____
Union ____
Upson ____
Walker ____
Walton ____
Ware ____
Warren ____
Washington ____
Wayne ____
Webster ____
Wheeler ____
White ____
Whitfield ____
Wilcox ____
Wilkes ____
Wilkinson ____
Worth ____
TOTAL ____

SUMMARY REPORT BY PROGRAM CLASSIFICATION

Institution _____ Date _____

Reporting Period _____

Program Classification	Total No. Programs	Total No. Participants	Total Participant Hours	Institutional Effort Category			
				I	II	III	Total
1. Problems and issues of society in . . .							
1.01 Health and Safety							
1.02 Human Relations and Communications							
1.03 Education							
1.04 Government							
1.05 Business							
1.06 Law and Law Enforcement							
1.07 Community Development							
1.08 Aging							
1.09 Social Change							
1.10 Environment							
1.11 Agricultural and Food Production							
2. Subjects of personal interest . . .							
2.01 Leisure Time Activities							
2.02 Cultural Enrichment							
2.03 Expanding Knowledge about the world and its people							
2.04 Civic and Economic Understanding							
3. Skills and/or knowledge for occupational improvement in . . .							
3.01 The Professions							
3.02 Business and Industry							
3.03 Government							
3.04 Education							
3.05 Law and Law Enforcement							
3.06 Clerical							

Service Report Form 3 – Side 1

SUMMARY REPORT BY PROGRAM CLASSIFICATION (continued)

Institution _____ Date _____

Reporting Period _____

Program Classification	Total No. Programs	Total No. Participants	Total Participant Hours	Institutional Effort Category			
				I	II	III	Total
3. (continued)							
3.07 Trades and Technologies							
3.08 Agriculture and Food Production							
3.09 Social Services							
4. Subjects related to intellectual skills development in . . .							
4.01 Reading							
4.02 Writing							
4.03 Language							
4.04 Mathematics							
4.05 Critical and Creative Thinking							
4.06 Listening							
5. Subjects related to personal life problems and demands . . .							
5.01 Finance							
5.02 Foods and Nutrition							
5.03 Family Living							
5.04 Child Development							
5.05 Health and Safety							
5.06 Personal Assessment							
5.07 Consumer Understanding							

FACULTY PARTICIPATION REPORT

Institution _____ Date _____

Reporting Period _____

	Number of Faculty by Category (Non-duplicating)				Instructional Hours by Category			
	I	II	III	Total	I	II	III	Total
I. Faculty Status								
1. Instructor								
2. Assistant Professor								
3. Associate Professor								
4. Professor								
5. Graduate Assistant or Graduate Student								
6. Other Institutional Personnel								
7. Other								
TOTALS								
II. Institutional Affiliation								
1. Reporting Institution								
2. University System Institution								
3. Georgia Institution other than University System								
4. Out-of-State Institution of Higher Education								
5. Out-of-Country Institution of Higher Education								
6. Other								
TOTALS								

Service Report Form 4

INSTITUTIONAL SUMMARY REPORT OF C.E.U. ACTIVITIES

Institution _____ Date _____

Reporting Period _____

Category	Total No. Programs	Total No. Participants	Total Number Instruction Faculty Participating (Non-duplicating)	Total Instruction Hours	Total No. Participant Hours	Total Institutional C.E.U.'s
I						
II						
III						
TOTALS						

_____ ÷ 15 = _____**

* A copy of the report should be forwarded by the Registrar to the System Director of Admissions and Testing.

** This number will serve as a part of the full-time equivalent student account for the institution when reporting to the Southern Association of Colleges and Schools.

Total Number of Individuals Receiving CEU's During this Reporting Period _____

Prepared by:

_____ _____
Service Representative Date

_____ _____
Registrar Date

Service Report Form 5

CONTINUING EDUCATION
AND
PUBLIC SERVICE
RECORD KEEPING
UNIVERSITY SYSTEM OF GEORGIA

AN INTERIM REPORT OF THE AD HOC SUBCOMMITTEE
ON THE CONTINUING EDUCATION UNIT

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
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AUGUST 15, 1972

CE 001 593 (6) duplicate

I. REPORTING PROCEDURES

In order to fulfill the requirements of Standard Nine of the Southern Association and in an effort to improve the reporting of service information in the University System of Georgia, the following material is provided. The information requested is in no way intended to dictate the only types of information an institution may want to record on service activities. For many institutions this will serve as the minimum amount of information obtained and for other institutions the information required to complete these forms may be all the information they feel is necessary to record. More important than how each institution decides to collect the data is the fact that all System institutions will use the suggested forms for reporting their Continuing Education Unit Activities to the Office of the Vice Chancellor for Service.

Each Institute should duplicate the Service Report forms provided and use them in reporting their service efforts to the Office of the Vice Chancellor for Service. The following schedule of reporting will be used:

July, August, and September activities will be reported in October;

October, November, and December activities will be reported in January;

January, February, and March activities will be reported in April;

April, May, and June activities will be reported in July.

The first reports will be due in October and should provide information on the programs completed during July, August, and September. Each subsequent reporting period will consist of not only a report of quarterly activities, but also a year-to-date report. The year-to-date report presented each July will provide the appropriate information for the entire fiscal year.

Change in Designation of Types of CEU Programs

It was recommended during the meeting of System Presidents that the use of the word "area" to designate CEU programs be changed because of the use of the word "area" in describing academic classifications. The Ad Hoc Subcommittee on the CEU discussed this request and decided to use the word "category" instead of "area" to designate the types of CEU programs. Therefore, it is requested that you make this change throughout the Interim Report.

Service Report Form 1 --- Participant Summary Report

Data required on individuals participating in Category I and II is as follows *

Item	Category I	Category II
1. Social Security Number and/or Alpha number	X	X***
2. Address (including zip code)	X	X***
3. Sex**	X	X
4. Age Group**	X	X
5. Minority participation**	X	X

* Category III activities require only a certification of attendance.

** Information may be obtained empirically if necessary.

*** Collection of data is optional.

As stated in the Interim Report, the registrar's office will develop the mechanisms for maintaining permanent records of an individuals involvement in Category I activities. The registrar will also maintain program materials on these activities for possible reference, just as he now maintains a file of college catalogues, class rolls, etc. He should be prepared to issue upon request an accumulative C.E.U. record for each individual who has participated in Category I activities at the institution since July 1, 1972.

Service Report Form 2 -- Program Report

The following information is required in order to complete this report.

A. Program Classification Code Number---Each program shall be categorized by a three digit numbering system utilizing the following classification system. For reporting purposes programs should be grouped by activity code in sequential order.

1. Problems and issues of society in . . .
   - 1.01 Health and safety
   - 1.02 Human relations and communications
   - 1.03 Education
   - 1.04 Government
   - 1.05 Business
   - 1.06 Law and law enforcement
   - 1.07 Community development
   - 1.08 Aging
   - 1.09 Social Change
   - 1.10 Environment
   - 1.11 Agriculture and food production

2. Subjects of personal interest . . .
   - 2.01 Leisure Time activities
   - 2.02 Cultural enrichment
   - 2.03 Expanding knowledge about the world and its people
   - 2.04 Civic and economic understanding

3. Skills and/or knowledge for occupational improvement in . . .
   - 3.01 The professions
   - 3.02 Business and industry
   - 3.03 Government
   - 3.04 Education
   - 3.05 Law and law enforcement
   - 3.06 Clerical
   - 3.07 Trades and technologies
   - 3.08 Agriculture and food production
   - 3.09 Social Services

4. Subjects related to intellectual skills development in . . .
   - 4.01 Reading
   - 4.02 Writing
   - 4.03 Language
   - 4.04 Mathematics
   - 4.05 Critical and creative thinking
   - 4.06 Listening

5. Subjects related to personal life problems and demands . . .
   - 5.01 Finance
   - 5.02 Foods and nutrition
   - 5.03 Family living
   - 5.04 Child development
   - 5.05 Health and safety
   - 5.06 Personal Assessment
   - 5.07 Consumer understanding

B. Category Code
   1. Category I
   2. Category II
   3. Category III

C. Program Format Code
   1. Conference
   2. Institute
   3. Short course
   4. Workshop
   5. Seminar
   6. Special Training program
   7. Other

D. Program Title

E. Program Location(city)

F. Length of program in hours

G. Total participants (excluding instructional staff)

H. Participant Hours. Cumulative total of hours participants are in instructional sessions (Example: 20 participants x 10 hours of instruction = 200 participant hours)

I. Instructional Hours. Cumulative hours of all faculty in contact with participants. This would account for the use of panels, team teaching and concurrent sessions where more than one faculty is in contact with students at the same time. (Example: 3 Faculty members x 1 concurring program hour = 3 instructional hours.)

J. C.E.U.'s per program

K. Total institutional effort reported in CEU's for all categories. (Example: 1,000 participant hours ÷ 10 = 100 Institutional CEU's.)

Service Report Form 3 -- Summary Report By Program Classification

This information provides a summary report by program classification. The total number of programs, total participants, total participant hours and the total institutional effort by category. The definition of terms used in this report is provided in the narrative for Service Report Form 2.

Service Report Form 4 -- Faculty Participation Report

This report will provide information on the status of individuals serving as faculty in public service activities and also their institutional affiliation.

Service Report Form 5 -- Institutional Summary Report of CEU Activities

This report will be prepared by the institutional service representative and the registrar. It will provide a summary of the total number of programs, total number of participants, total number of faculty participating, total instructional hours, total participant hours and total institutional CEU's earned. Please refer back to the explanation of Service Report Form 2 for definition of terms and examples.

As stated in the Interim Report Standard Nine requires that the C.E.U. records serve as a part of the equivalent full time student account for the institution. After conferring with officials of the Southern Association, the Subcommittee determined that, for the purpose of counting the volume of non-credit special activities, forty five continuing education units are equal to an equivalent full-time student for a nine-month academic year. Fifteen continuing education units are equal to an equivalent full-time student for the Summer Quarter. These conversions should be made and the resulting figures will be the full time equivalent student account that should be utilized when reporting to the Southern Association.

PARTICIPANT SUMMARY REPORT

Institution _____ Date _____

Reporting Period _____

		Category I	Category II
I.	Total number of registrations		
	A. Sex		
	1. Female	_____	_____
	2. Male	_____	_____
	B. Age Classification		
	1. Under 22	_____	_____
	2. 22–35	_____	_____
	3. 36–55	_____	_____
	4. Over 65	_____	_____
	5. Information not given	_____	_____
	C. Minority participation		
	1. American Negroes	_____	_____
	2. Spanish-surnamed Americans	_____	_____
	3. American Indians	_____	_____
	D. Non-minority participation	_____	_____

II. Total participants in Category III activities _____

III. Total participants in Categories I, II, and III _____

IV. Registrations by states

Alabama	____	Louisiana	____	North Dakota	____
Alaska	____	Maine	____	Ohio	____
Arkansas	____	Maryland	____	Oklahoma	____
Arizona	____	Massachusetts	____	Oregon	____
California	____	Michigan	____	Pennsylvania	____
Colorado	____	Minnesota	____	Rhode Island	____
Connecticut	____	Mississippi	____	South Carolina	____
Delaware	____	Missouri	____	South Dakota	____
Florida	____	Montana	____	Tennessee	____
Georgia	____	Nebraska	____	Texas	____
Hawaii	____	Nevada	____	Utah	____
Illinois	____	New Hampshire	____	Vermont	____
Idaho	____	New Mexico	____	Virginia	____
Indiana	____	New Jersey	____	Washington	____
Iowa	____	New York	____	West Virginia	____
Kansas	____	North Carolina	____	Wisconsin	____
Kentucky	____			Wyoming	____

QUARTERLY PROGRAM REPORT

Institution _____ Date _____

Reporting Period _____

Classification Code	Category Code	Program Format Code	Program Title	Location (City)	Program Length Hours	No. Participants	No. Participant Hours	No. Instruction Hours	CEU Per Program	Total Institutional Effort in CEU's
				TOTAL						

Service Report Form 2

V. Registrations by Georgia counties

Appling ____
Atkinson ____
Bacon ____
Baker ____
Baldwin ____
Banks ____
Barrow ____
Bartow ____
Ben Hill ____
Berrien ____
Bibb ____
Bleckley ____
Brantley ____
Brooks ____
Bryan ____
Bulloch ____
Burke ____
Butts ____
Calhoun ____
Camden ____
Candler ____
Carroll ____
Catoosa ____
Charlton ____
Chatham ____
Chattahoochee ____
Chattooga ____
Cherokee ____
Clarke ____
Clay ____
Clayton ____
Clinch ____
Cobb ____
Coffee ____
Colquitt ____
Columbia ____
Cook ____
Coweta ____
Crawford ____
Crisp ____
Dade ____
Dawson ____
Decatur ____
DeKalb ____
Dodge ____
Dooly ____
Dougherty ____
Douglas ____
Early ____
Echols ____
Effingham ____
Elbert ____
Emanuel ____

Evans ____
Fannin ____
Fayette ____
Floyd ____
Forsyth ____
Franklin ____
Fulton ____
Gilmer ____
Glascock ____
Glynn ____
Gordon ____
Grady ____
Greene ____
Gwinnett ____
Habersham ____
Hall ____
Hancock ____
Haralson ____
Harris ____
Hart ____
Heard ____
Henry ____
Houston ____
Irwin ____
Jackson ____
Jasper ____
Jeff Davis ____
Jefferson ____
Jenkins ____
Johnson ____
Jones ____
Lamar ____
Lanier ____
Laurens ____
Lee ____
Liberty ____
Lincoln ____
Long ____
Lowndes ____
Lumpkin ____
McDuffie ____
McIntosh ____
Macon ____
Madison ____
Marion ____
Meriwether ____
Miller ____
Mitchell ____
Monroe ____
Montgomery ____
Morgan ____
Murray ____
Muscogee ____

Newton ____
Oconee ____
Oglethorpe ____
Paulding ____
Peach ____
Pickens ____
Pierce ____
Pike ____
Polk ____
Pulaski ____
Putnam ____
Quitman ____
Rabun ____
Randolph ____
Richmond ____
Rockdale ____
Schley ____
Screven ____
Seminole ____
Spalding ____
Stephens ____
Stewart ____
Sumter ____
Talbot ____
Taliaferro ____
Tattnall ____
Taylor ____
Telfair ____
Terrell ____
Thomas ____
Tift ____
Toombs ____
Towns ____
Treutlen ____
Troup ____
Turner ____
Twiggs ____
Union ____
Upson ____
Walker ____
Walton ____
Ware ____
Warren ____
Washington ____
Wayne ____
Webster ____
Wheeler ____
White ____
Whitfield ____
Wilcox ____
Wilkes ____
Wilkinson ____
Worth ____
TOTAL ____

SUMMARY REPORT BY PROGRAM CLASSIFICATION

Institution _____ Date _____

Reporting Period _____

Program Classification	Total No. Programs	Total No. Participants	Total Participant Hours	Institutional Effort Category			
				I	II	III	Total
1. Problems and issues of society in . . .							
1.01 Health and Safety							
1.02 Human Relations and Communications							
1.03 Education							
1.04 Government							
1.05 Business							
1.06 Law and Law Enforcement							
1.07 Community Development							
1.08 Aging							
1.09 Social Change							
1.10 Environment							
1.11 Agricultural and Food Production							
2. Subjects of personal interest . . .							
2.01 Leisure Time Activities							
2.02 Cultural Enrichment							
2.03 Expanding Knowledge about the world and its people							
2.04 Civic and Economic Understanding							
3. Skills and/or knowledge for occupational improvement in . . .							
3.01 The Professions							
3.02 Business and Industry							
3.03 Government							
3.04 Education							
3.05 Law and Law Enforcement							
3.06 Clerical							

Service Report Form 3 – Side 1

SUMMARY REPORT BY PROGRAM CLASSIFICATION (continued)

Institution _____ Date _____

Reporting Period _____

Program Classification	Total No. Programs	Total No. Participants	Total Participant Hours	Institutional Effort Category			
				I	II	III	Total
3. (continued)							
3.07 Trades and Technologies							
3.08 Agriculture and Food Production							
3.09 Social Services							
4. Subjects related to intellectual skills development in . . .							
4.01 Reading							
4.02 Writing							
4.03 Language							
4.04 Mathematics							
4.05 Critical and Creative Thinking							
4.06 Listening							
5. Subjects related to personal life problems and demands . . .							
5.01 Finance							
5.02 Functional Nutrition							
5.03 Family Living							
5.04 Child Development							
5.05 Health and Safety							
5.06 Personal Assessment							
5.07 Consumer Understanding							

FACULTY PARTICIPATION REPORT

Institution _____ Date _____

Reporting Period _____

	Number of Faculty by Category (Non-duplicating)				Instructional Hours by Category			
	I	II	III	Total	I	II	III	Total
I. Faculty Status								
1. Instructor								
2. Assistant Professor								
3. Associate Professor								
4. Professor								
5. Graduate Assistant or Graduate Student								
6. Other Institutional Personnel								
7. Other								
TOTALS								
II. Institutional Affiliation								
1. Reporting Institution								
2. University System Institution								
3. Georgia Institution other than University System								
4. Out-of-State Institution of Higher Education								
5. Out-of-Country Institution of Higher Education								
6. Other								
TOTALS								

Service Report Form 4

INSTITUTIONAL SUMMARY REPORT OF C.E.U. ACTIVITIES

Institution _____ Date _____

Reporting Period _____

Category	Total No. Programs	Total No. Participants	Total Number Instruction Faculty Participating (Non-duplicating)	Total Instruction Hours	Total No. Participant Hours	Total Institutional C.E.U.'s
I						
II						
III						
TOTALS						

* A copy of the report should be forwarded by the Registrar to the System Director of Admissions and Testing.

_____ ÷ 15 = _____ **

** This number will serve as a part of the full-time equivalent student account for the institution when reporting to the Southern Association of Colleges and Schools.

Total Number of Individuals Receiving CEU's During this Reporting Period _____

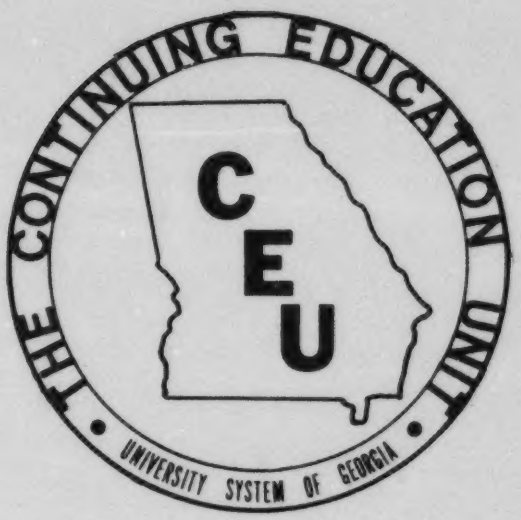
Prepared by:

_____ _____
Service Representative Date

_____ _____
Registrar Date

Service Report Form 5

UTILIZATION OF THE CONTINUING EDUCATION UNIT (CEU) WITHIN THE UNIVERSITY SYSTEM OF GEORGIA



"One continuing education unit is
TEN CONTACT HOURS OF PARTICIPATION
in an organized continuing education experience
under responsible sponsorship, capable direction
and qualified instruction."

(P. 21 from Standard IX of the Standards of the
College Delegate Assembly of Southern Association
of Colleges and Schools, December 1, 1971.)

JULY 1, 1973

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CE001593(c)

UTILIZATION OF THE CONTINUING EDUCATION UNIT (CEU) WITHIN THE UNIVERSITY SYSTEM OF GEORGIA

FINAL REPORT OF THE AD HOC COMMITTEE ON THE CONTINUING EDUCATION UNIT

"One continuing education unit is
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(P.21 from Standard IX of the Standards of the College Delegate Assembly of Southern Association of Colleges and Schools, December 1, 1971.)

JULY 1, 1973

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Brunswick Junior College

REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
244 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

August 23, 1973

To: University System Presidents, Registrars, and
Public Service/Continuing Education Directors

From: Howard Jordan, Jr., Vice Chancellor-Services

This is the final report of the Ad Hoc Committee on the Continuing Education Unit entitled, "Utilization of the Continuing Education Unit (CEU) Within the University System of Georgia."

This report provides the institutions within the University System the necessary guidelines for complying with recent revisions of Standard Nine of the Southern Association of Colleges and Schools.

I believe this is an excellent report and the entire System will profit from it. With the incorporation of the CEU, we now have for the first time a unit of measurement for reporting of Public Service and Continuing Education activities which will give us a more accurate account of our total system effort in these areas. Inter-institutional cooperation has also been stressed in this document and I urge institutions to plan programs jointly, and especially to utilize the resources of local institutions when programs are conducted away from the home campus.

This committee and all of the Public Service officers within our System are to be commended for their excellent cooperation in the development of this document. Please contact my office if you have any questions or if I can be of any assistance.

INTRODUCTION

The commitment of the University System of Georgia to Public Service and Continuing Education was well expressed by the Board of Regents when it adopted a policy statement on Public Service in 1971. Noting the growth of the System to twenty-seven institutions, the statement points out:

> As this growth has taken place, Continuing Education and Public Service have emerged as an extension of the traditional on-campus learning process, available to adults wherever sufficient interest has been found. Individuals in all walks of life must keep themselves abreast of new knowledge and understand how it can be applied effectively in solving the many problems which they and their communities are encountering. Any system designed to achieve these objectives will be built around an aggressive Continuing Education program.

The statement recognizes the wide variety of programs of Public Service and Continuing Education that are now in progress throughout the University System. In its concluding paragraph, the statement acknowleges the responsibility of the University System to provide "not only the best possible educational experiences for young people, but also opportunities for Continuing Education for adults in all walks of life."

One problem that has been faced in Public Service and Continuing Education programs throughout the years has been the necessity for a system's allowing the orderly recognition and reporting process for the non-credit learning efforts of the individual and institutions. The Southern Association of Colleges and Schools now requires its member institutions, if they engage in certain special activities, to recognize and record properly the institutions' efforts.

This action took place in December, 1971, when the Delegate Assembly adopted a new "Standard Nine," a series of regulations that requires new procedures and policies at every member institution engaged in "Special Activities" (a term used by the Southern Association to denote such activities as Public Service, Continuing Education, off-campus extension, conference and institute work). Standard Nine became effective upon its adoption and is now in effect and obligatory upon all member institutions engaged in special activities. (A copy of Standard Nine is in Appendix I.)

An ad hoc committee of the membership from the Public Services Committee of the Board of Regents was appointed by its chairman to study the implications of the area of Standard Nine requiring that "non-credit programs should be appropriately identified and recorded by means of the continuing education unit (c.e.u.)." It is the purpose of the following report to establish procedures for the use of the Continuing Education Unit by institutions in the University System of Georgia.

DEFINITION

The authors of Standard Nine drew heavily upon work that had been proceeding for several years by the National Task Force to Study the Feasibility and Implementation of a Uniform Unit for the Measurement of Non-Credit Continuing Education Programs. The National Task Force states that "one continuing education unit is ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction." Standard Nine incorporates this unit and its definition as the measuring device which is to be used to construct a system for reporting an institution's non-credit special activities program efforts.

ALTERNATIVE METHODS OF IMPLEMENTATION

There are several ways that the recording of CEU's for non-credit special activities could have been implemented at institutions in the University System of Georgia. Three alternatives discussed by the committee were as follows:

1. Each institution in the University System could develop its own implementation policies and procedures for the recording of the CEU.

2. The University System could develop and administer both policies and procedures for the CEU. The System could handle from its Atlanta offices (under the direction of the office of the Vice Chancellor for Services) every report function.

3. The University System could develop (through its committee structure) broad, general policies on the CEU and its use in Public Service and Continuing Education programs at System institutions. Such System-wide committees could make major definition decisions, establish guidelines and criteria, and make decisions concerning such matters as information required on records and reports. Other decisions, such as which programs would be granted CEU's, could be handled at the local institutional level.

RECOMMENDED METHOD OF IMPLEMENTATION

The committee recommends the third approach, since it is consistent with the University System's heritage and practice concerning institutional autonomy for local programming. The third approach also allows for the required uniformity in records and reports which must go from the University System institutions to the Regents and to the Southern Association.

UTILIZATION OF THE CONTINUING EDUCATION UNIT

Standard Nine requires that the CEU be used as "the basic instrument of measurement for an individual's participation in and an institution's offering of non-credit classes, courses, and programs." *However, the CEU should not be used in reporting any activity funded by resident instruction or student activity fees.*

In order to fulfill this requirement, the ad hoc committee recommends that the CEU be used in three categories of special activity programs in all units of the University System of Georgia. Any exceptions to this policy must be approved by the Vice Chancellor For Services.

CATEGORY I ACTIVITY

Activities classified in this category will meet at least the following criteria:

1. The non-credit activity is planned in response to an assessment of educational need for a specific target population.

2. There is a recorded statement of objectives, rationale, and purpose for such programs prepared prior to the beginning of the activity.

3. Content is selected and organized in a sequential manner.

4. There is evidence of pre-planning which should include the opportunity for input by a representative of the target group to be served, the faculty area having content expertise, and Continuing Education personnel.

5. The activity is of an instructional nature and is sponsored or approved by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.

6. Participants are registered to provide a permanent individual CEU record, and to provide data for institutional reporting.

7. Appropriate evaluation procedures are utilized and criteria are established for awarding CEU's to individual students prior to the beginning of the activity. This may include the evaluation of student performance, instructional procedures and course effectiveness.

8. A permanent CEU record is maintained for each participant by the institutional registrar.

Individuals who participate in Category I activities will register and have individual records of their involvement available from the institutional registrar. These individual records must contain the following information:

1. Name
2. Social Security Number or Alpha Number
3. Address (including zip code)
4. Program Title
5. Program Format
6. Program Description
7. Program Location (City)
8. Program Completion Date
9. CEU's Awarded

Each institution within the University System may find it necessary to collect additional participant data.

CATEGORY II ACTIVITY

Activities classified in this category will meet the criteria outlined in Category I, with the following exceptions:

1. The non-credit activity may be planned for a more diversified population.

2. Inputs for planning from the target population may not be required.

3. Individual CEU's are not awarded.

Individuals who participate in Category II activities will register, but no individual record need be maintained and no CEU's will be awarded. Institutional certification of involvement will be made by means of registration data, and a file of program materials will be maintained by the Public Service or Continuing Education officer.

CATEGORY III ACTIVITY

Activities classified in this area will meet at least the following criteria:

1. The activity is a planned, educational event which has a recorded statement of purpose and which may be open to the general public.

2. The activity is of an instructional nature and is sponsored or approved by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.

3. There is certification of total attendance.

These events exclude spectator- and entertainment-type activities. For reporting purposes, each institution will certify an attendance figure, but the institution will not have to register each individual attending. No individual CEU's will be awarded.

OTHER ACTIVITY

Each institution may wish to report other activities of a non-credit nature to illustrate those things which require staff effort but do not meet the standards of the above three categories. It is suggested that institutions report these activities only as an attachment to the cumulative annual report that is due with the last quarterly report of each fiscal year.

ADMINISTRATIVE RESPONSIBILITIES

The chief administrator for special activities in each institution must determine in advance, through designated administrative channels, the appropriate CEU category in which to classify a given activity and the number of CEU's which may be awarded.

Standard Nine requires that each institution "should recognize and provide a separate identity (a clearly identifiable and defined administrative unit) for special activities under the direction of a designated administrative officer (e.g., vice chancellor, vice president, dean, director, or coordinator). All policies and regulations affecting special activities should be

formulated by the administrative officer in conjunction with and as a part of campus-wide administrative and academic advisory groups."

The registrar is responsible for maintaining permanent records of an individual's involvement in Category I activities and should be prepared to issue, upon request, a cumulative CEU record for each individual who participated in Category I activities at the institution. The registrar is also responsible for making and/or certifying reports of CEU activities.

AUDIT

There will be an annual audit to assure that there is appropriate reporting of CEU activities. A procedure for this audit will be established by the Vice Chancellor for Services. The Vice Chancellor will then evaluate the audit report to assure that the CEU reporting and policy procedures are being followed by institutions in the University System of Georgia.

INTER-INSTITUTIONAL COOPERATION

The University System of Georgia encourages cooperation among System institutions. It is therefore recommended that when two or more institutions cooperate to develop a non-credit educational program certain reporting procedures be followed.

For educational programs that involve two or more institutions, a decision must be made *in the planning stage* of the program concerning which institution will record and which institution(s) will report the earned CEU's.

The principal institution (i.e., the institution which is primarily responsible for the educational program and, normally, the one that originates it) shall record individual CEU's when the educational program falls into Category I.

When reports are made to the University System, however, it is recommended (although not obligatory) that there be a distribution of the earned CEU's among the institutions. There should never be duplicate reporting of the same CEU's.

When more than two institutions are involved, as in the case of several of the consortia in the state, the reporting of CEU's should be done only by the principal institution and the local institution directly involved as the site of the educational program.

It should be reemphasized that there are many degrees of relationships that can exist among institutions of higher education and that the basic principle in CEU allocation is *negotiation in the planning stages*. However, there should not be fractionalization beyond the breaking of a CEU into fourths.

REPORTING

In order to collect basic data about all non-credit activities and to provide for uniform reporting throughout the University System, the ad hoc committee recommends that the procedures and forms outlined in Appendix II be followed.

APPENDICES

APPENDIX I

STANDARD NINE

STANDARD NINE

Special Activities

Many institutions have developed a variety of supplemental and special educational programs in fulfilling their stated objectives, their public and community service demands, and their responsibilities to their constituents. Special activities programs are defined as: operationally separate units, external or special degree programs, off-campus classes and units, independent study programs including correspondence and home study, conferences and institutes including short courses and workshops, foreign travel and study, media instruction including radio and television, and on-campus programs including special summer sessions and special evening classes.

An institution inaugurating, continuing, or expanding special activities programs should have resources available beyond those provided for the basic academic programs of the institution. Since the quality and excellence of all instructional programs should be of constant concern to every institution, it is essential that the provisions for special activities should include an adequate administrative organization, a sound financial base, a competent faculty, and sufficient and adequate facilities for the program offered.

The Commission does not wish to be restrictive on new special activities programs of a member institution but rather seeks to encourage innovation and an imaginative approach to providing quality instruction according to the educational needs of the college's constituents. An institution contemplating the inauguration of a new special activity not covered by this standard shall inform the Executive Secretary of the Commission in advance as to the nature, design, and purpose of the new program area. An institution may solicit an advisory opinion of the Executive Secretary of the Commission as to the appropriateness of a contemplated new activity.

Unless specifically qualified in the Illustrations, credit regulations for the special activities programs should be consonant with those of the total institution. The amount of credit for each course or program should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution. Non-credit programs should be appropriately identified and recorded by means of the continuing education unit (c.e.u.).

On-campus programs of a special activities nature, whether designated as continuing education or as adult and extension activities, should be coordinated within the organizational structure of the institution relative to special activities; they should be governed by the policy guidelines of the institution.

The Standards of the College Delegate Assembly apply directly to all programs. It shall be the responsibility of the parent institution to justify all special activities (credit or non-credit) within the framework of its stated purpose and objectives as a function of its central mission. All special activities programs must be compatible with the total educational program of the institution.

Special activities shall always be evaluated and judged by the Commission on Colleges as part of its function in recommending the granting or reaffirming of accreditation of the total institution.

Illustrations and Interpretations

1. Administration and Organization

Each member institution involved in special activities will provide appropriate organizational structure and administrative processes according to the magnitude of its program. These must be well-defined and should be clearly understood by the total institution. Institutional organization should recognize and provide a separate identity (a clearly identifiable and defined administrative unit) for special activities under the direction of a designated administrative officer (e.g., vice chancellor, vice president, dean, director, or coordinator). All policies and regulations affecting special activities should be formulated by the administrative officer in conjunction with and as a part of campus-wide administrative and academic advisory groups.

The administrative unit for special activities shall be responsible for coordination of all special activities within the institution, both on and off campus.

Procedures within the institution for the establishment of new programs, interinstitutional agreements and arrangements, and resources allocation should recognize special activities as an integral part of the total institution. The administrative unit should provide for continuous systematic evaluation of programs and offerings within the total scope of special activities.

The continuing education unit should be used as the basic instrument of measurement for an individual's participation in and an institution's offering of non-credit classes, courses, and programs. A c.e.u. is defined as ten contact hours of participation in an organized continuing education (adult or extension) experience under responsible sponsorship, capable direction, and qualified instruction. Information and guidelines on c.e.u. may be obtained by writing to the Executive Secretary of the Commission. The c.e.u. records will serve as a part of the full-time equivalent student account for the institution.

2. Financial

The administrative unit for special activities should operate under a clearly identified budget on a fiscal year basis. The budget should be prepared and administered (internal management and accounting) by the designated officer of the unit in conformity with the fiscal policies and procedures of the central business office of the institution. Institutional or general fund support for special activities should be consistent with institutional policy for support of all divisions or units within the total institution.

Special activities should not be determined solely on the principle of being "self-supporting" but rather on the principle of fulfilling the educational responsibility of the institution to its constituents. Necessary financial resources must be available and committed to support the special activities of the institution.

3. Faculty

Provision of an adequate and qualified faculty and staff to support the special activities program is essential to maintaining the academic quality of the institution. Full-time faculty and staff members in special activities should be accorded the same recognition and benefits as other faculty and staff members of the institution.

All who teach in special activities must have competence in the fields in which they teach, attested to by advanced study culminating in appropriate graduate degrees; or by extensive work experience in the teaching fields; or in a professional practice which is of the highest quality.

Policies governing the amount of teaching allowed, overloads, and compensation for full-time faculty members from other units of the institution assigned to special activities programs should be developed and approved jointly by the administrative head of the special activities unit and the appropriate administrative and academic personnel of the institution.

4. Students

It should be recognized by the total institution that the nature and characteristics of the typical special activities student is somewhat different from that of the regular full-time college or university student. The special activities student is usually older, career oriented, and engaged in a full-time job. Student development services should be provided and be developed cooperatively by the administrative unit for special activities with other appropriate units of the institution.

Policies should be developed for admissions, registration procedures, counseling and guidance services, and records. The characteristics of these policies should be directly related to the nature, character, and need of the special activities student.

5. Operationally Separate Units

An operationally separate unit off-campus is a degree-granting division or unit of an institution, located in a geographical setting separated from the parent institution or central administration and authorized for a stated purpose in relation to the parent institution and the area served. It has planned programs leading to undergraduate, graduate, or professional degrees which are granted by or in the name of the parent institution or central administration.

A degree-granting unit shall have such administrative organization, programs, financial resources, library, and physical facilities that it can be evaluated as an autonomous institution in terms of the Standards of the College Delegate Assembly. It must follow regular procedures for membership in the Southern Association of Colleges and Schools. When the unit achieves accreditation, it will be listed as any other institution in the membership.

6. External or Special Degree Programs (Non-Traditional Study)

An external or special degree program comprises a course of study different from the traditional undergraduate degree which may or may not require on-campus study or residence and which relies almost entirely on independent study and examination. An institution inaugurating, continuing, or expanding an external or special degree program should develop specific policies and guidelines which include admission policies with special attention to the age and maturity of the individual to his prior educational achievement and vocational and avocational experiences and to his goals and objectives. Guidelines concerning transfer of credit, credit by examination (e.g., College Level Examination Program of the College Entrance Examination Board and the institution's own examinations) and residency requirements (periodic seminars and special sessions), if any, need to be established. Methods of evaluating a student's progress, including advising and counseling, should be explicit. Evaluation and examination procedures to determine that the individual has successfully completed the degree requirements must be clearly outlined and fully developed.

An institution contemplating the inauguration of an external or special degree program should inform the Executive Secretary of the Commission in advance and arrange for a preliminary advisory study by the Commission prior to undertaking the program.

7. Off-Campus Classes and Units

Courses taught in an off-campus setting should maintain the academic integrity of the institution. Special attention should be given to insure the appropriateness of the courses to the students. Courses requiring laboratories, extended library study, or other special materials should not be offered unless arrangements are made to provide the necessary resources.

When an off-campus program in a particular locality grows to the extent that the institution is offering a comprehensive academic program to a specific student body, then the institution should consider the establishment of a special off-campus unit such as a center or regional campus. The parent institution should provide an organization for full-time administration of the unit, for faculty, for library staff, and for physical facilities, that are comparable to their campus counterparts.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

8. Independent Study

Independent study programs including correspondence courses basically fall into one of two categories. One type is the formalized independent study course or program which may lead to a degree. Academic standards in such programs and courses shall be consistent with standards in on-campus classes and may require such formal requirements as written reports, examinations, and on-campus conferences with faculty.

A second type of independent study is that which relates to the study which a person may do on his own and for which he may seek credit from the institution by examination, such as the CLEP.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

9. Conferences and Institutes

Conferences and institutes and their many variations are an important part of the special activities programs of many institutions. For purposes of identification and clarification the following categories and definitions may be useful:

Conference: A general type of meeting usually of one or more days' duration, attended by a fairly large number of people. A conference will have a central theme but is often loosely structured to cover a wide range of topics. The emphasis is on prepared presentations by authoritative speakers, although division into small group sessions for discussion purposes is often a related activity.

Institute: Generally similar to a conference, but more tightly structured to provide a more systematic development of its theme, with the emphasis more on providing instruction in principles and techniques than on general information. Participants are usually individuals who already have some competence in the field of interest. Institute programs may have certain continuity, meeting on a yearly basis for example.

Short Course: A sequential offering, as a rule under a single instructor, meeting on a regular basis for a stipulated number of class sessions over a short period of time (e.g., one to three weeks, etc.). Quizzes and examinations may be given depending upon the determination of requirements. The non-credit course under the Public Service definition may resemble the credit course in everything but the awarding of credit. It may also be more informal and more flexible in its approach in order to meet the needs of students.

Workshop: Usually meets for a continuous period of time over a period of one or more days. The distinguishing feature of the workshop is that it combines instruction with laboratory or experiential activity for the participants. The emphasis is more likely to be on skill training than on general principles.

Seminar: A small grouping of people with the primary emphasis on discussion under a leader or resource person or persons. In continuing higher education a seminar is more likely to be a one-time offering, although it may continue for several days.

Special Training Program: A skill program which offers a combination of instruction and practice. The approach is usually on a more individualized basis than a workshop.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

10. Media Instruction

Media instruction includes any form of instruction offered in special activities through television, radio, computer assisted instruction (CAI), telewriter, tele-lecture and other such forms of media instruction which may develop.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

11. Foreign Travel and Study

Credit shall not be permitted for travel **per se**. Degree credit shall be granted only for residence or travel abroad involving an academic program supplemented by seminars, reading, reports, or similar academic exercises based on the same criteria for credit as independent study. Special attention should be directed to the quality of the academic programs at the foreign institution or institutions.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

12. On-Campus Programs

Many of the special activities of an institution are conducted on campus. Such programs include evening classes and special summer sessions which are not a part of the regular schedule and curriculum of the institution and other types of programs which are conducted on campus in continuing education, adult, and extension activities (e.g., conferences, institutes, short courses, workshops, seminars, and special training programs).

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

APPENDIX II

REPORTING PROCEDURES

REPORTING PROCEDURES

Each Institution should duplicate the Service Report Forms provided and use them in reporting their Service efforts to the Office of the Vice Chancellor for Services. The following schedule of reporting will be used:

Activities completed during June, July, and August will be reported before October 31.

Activities completed during September, October, and November will be reported before January 31.

Activities completed during December, January, and February will be reported before April 30.

Activities completed during March, April, and May will be reported before July 31.

Any variation in the use of the reporting forms found in this appendix must be approved by the Vice Chancellor for Services.

The cumulative annual report is to be submitted in July following the end of the fiscal year; it should be submitted along with the quarterly report which is due in July. Only Form 4 should be used for the cumulative annual report.

PARTICIPANT SUMMARY REPORT

Institution _____ Date _____

Reporting Period _____

	Category I	Category II
I. Demographic Information		
A. Sex*		
1. Female	_____	_____
2. Male	_____	_____
3. Information Not Available	_____	_____
B. Age Range*		
1. Under 22	_____	_____
2. 22-35	_____	_____
3. 36-55	_____	_____
4. Over 55	_____	_____
5. Information Not Available	_____	_____
C. Participants*		
1. Black	_____	_____
2. Caucasian	_____	_____
3. Other	_____	_____
4. Information Not Available	_____	_____

*Information may be obtained empirically if necessary.

II. Total participants in Category III activities _____

III. Total participants in Categories I, II, and III _____

IV. Registrations by states (For Categories I and II only):

Alabama	_____	Louisiana	_____	North Dakota	_____
Alaska	_____	Maine	_____	Ohio	_____
Arkansas	_____	Maryland	_____	Oklahoma	_____
Arizona	_____	Massachusetts	_____	Oregon	_____
California	_____	Michigan	_____	Pennsylvania	_____
Colorado	_____	Minnesota	_____	Rhode Island	_____
Connecticut	_____	Mississippi	_____	South Carolina	_____
Delaware	_____	Missouri	_____	South Dakota	_____
Dist. of Columbia	_____	Montana	_____	Tennessee	_____
Florida	_____	Nebraska	_____	Texas	_____
Georgia	_____	Nevada	_____	Utah	_____
Hawaii	_____	New Hampshire	_____	Vermont	_____
Illinois	_____	New Mexico	_____	Virginia	_____
Idaho	_____	New Jersey	_____	Washington	_____
Indiana	_____	New York	_____	West Virginia	_____
Iowa	_____	North Carolina	_____	Wisconsin	_____
Kansas	_____			Wyoming	_____
Kentucky	_____				
				TOTAL U.S.	_____
				NON-U.S.	_____
				INFORMATION NOT AVAILABLE	_____

V. Registrations by Georgia counties

Appling	____	Evans	____	Newton	____
Atkinson	____	Fannin	____	Oconee	____
Bacon	____	Fayette	____	Oglethorpe	____
Baker	____	Floyd	____	Paulding	____
Baldwin	____	Forsyth	____	Peach	____
Banks	____	Franklin	____	Pickens	____
Barrow	____	Fulton	____	Pierce	____
Bartow	____	Gilmer	____	Pike	____
Ben Hill	____	Glascock	____	Polk	____
Berrien	____	Glynn	____	Pulaski	____
Bibb	____	Gordon	____	Putnam	____
Bleckley	____	Grady	____	Quitman	____
Brantley	____	Greene	____	Rabun	____
Brooks	____	Gwinnett	____	Randolph	____
Bryan	____	Habersham	____	Richmond	____
Bulloch	____	Hall	____	Rockdale	____
Burke	____	Hancock	____	Schley	____
Butts	____	Haralson	____	Screven	____
Calhoun	____	Harris	____	Seminole	____
Camden	____	Hart	____	Spalding	____
Candler	____	Heard	____	Stephens	____
Carroll	____	Henry	____	Stewart	____
Catoosa	____	Houston	____	Sumter	____
Charlton	____	Irwin	____	Talbot	____
Chatham	____	Jackson	____	Taliaferro	____
Chattahoochee	____	Jasper	____	Tattnall	____
Chattooga	____	Jeff Davis	____	Taylor	____
Cherokee	____	Jefferson	____	Telfair	____
Clarke	____	Jenkins	____	Terrell	____
Clay	____	Johnson	____	Thomas	____
Clayton	____	Jones	____	Tift	____
Clinch	____	Lamar	____	Toombs	____
Cobb	____	Lanier	____	Towns	____
Coffee	____	Laurens	____	Treutlen	____
Colquitt	____	Lee	____	Troup	____
Columbia	____	Liberty	____	Turner	____
Cook	____	Lincoln	____	Twiggs	____
Coweta	____	Long	____	Union	____
Crawford	____	Lowndes	____	Upson	____
Crisp	____	Lumpkin	____	Walker	____
Dade	____	McDuffie	____	Walton	____
Dawson	____	McIntosh	____	Ware	____
Decatur	____	Macon	____	Warren	____
DeKalb	____	Madison	____	Washington	____
Dodge	____	Marion	____	Wayne	____
Dooly	____	Meriwether	____	Webster	____
Dougherty	____	Miller	____	Wheeler	____
Douglas	____	Mitchell	____	White	____
Early	____	Monroe	____	Whitfield	____
Echols	____	Montgomery	____	Wilcox	____
Effingham	____	Morgan	____	Wilkes	____
Elbert	____	Murray	____	Wilkinson	____
Emanuel	____	Muscogee	____	Worth	____

INFORMATION NOT AVAILABLE ____

TOTAL ____

QUARTERLY PROGRAM REPORT

Institution _____ Date _____

Reporting Period _____

A. Classification Code	B. Category Code	C. Program Format Code	D. Program Title	E. Location (City)	F. Program Length Hours	G. No. Participants	H. No. Participant Hours	I. CEU's Per Person	J. Total Institutional Effort in CEU's
				TOTAL					

Service Report Form 2 (Instructions on Reverse)

Instructions for Service Report Form 2 — Quarterly Program Report

The following information is required in order to complete this report:

A. Program Classification Code Number—Each program shall be classified by a three digit numbering system utilizing the following classification system. For reporting purposes, programs should be grouped by activity category (i.e., I, II, III), and by classification code in sequential order within the activity category.

1. Problems and issues of society in . . .
   - 1.01 Health and safety
   - 1.02 Human relations and communications
   - 1.03 Education
   - 1.04 Government
   - 1.05 Business
   - 1.06 Law and law enforcement
   - 1.07 Community development
   - 1.08 Aging
   - 1.09 Social Change
   - 1.10 Environment
   - 1.11 Agriculture and food production

2. Subjects of personal interest . . .
   - 2.01 Leisure Time activities
   - 2.02 Cultural enrichment
   - 2.03 Expanding knowledge about the world and its people
   - 2.04 Civic and economic understanding

3. Skills and/or knowledge for occupational improvement in . .
   - 3.01 The professions
   - 3.02 Business and industry
   - 3.03 Government
   - 3.04 Education
   - 3.05 Law and law enforcement
   - 3.06 Clerical
   - 3.07 Trades and technologies
   - 3.08 Agriculture and food production
   - 3.09 Social Services

4. Subjects related to intellectual skills development in . . .
   - 4.01 Reading
   - 4.02 Writing
   - 4.03 Language
   - 4.04 Mathematics
   - 4.05 Critical and Creative thinking
   - 4.06 Listening

5. Subjects related to personal life problems and demands . . .
   - 5.01 Finance
   - 5.02 Foods and nutrition
   - 5.03 Family living
   - 5.04 Child development
   - 5.05 Health and safety
   - 5.06 Personal Assessment
   - 5.07 Consumer understanding

B. Category Code
   1. Category I
   2. Category II
   3. Category III

C. Program Format Code (Refer to Appendix I for definition)
   1. Conference
   2. Institute
   3. Short course
   4. Workshop
   5. Seminar
   6. Special Training program
   7. Other

D. Program Title should be descriptive of the particular course (Example: "Management Seminar" may be expanded to "Management Seminar for City of Atlanta Employees.")

E. Enter the location (city) in which instruction takes place for the program.

F. Length of program in hours, excluding lunch breaks or other times the participants are not actively involved in instructional sessions.

G. Total participants enrolled in a Continuing Education activity. This number may represent an *average number* if attendance varies over the period of the course.

H. Participant hours: Cumulative total hours participants are in instructional sessions (Example: 20 participants X 10 hours of Instruction = 200 participant hours.)

I. CEU's per person (per program). This applies only to Category I programs.

J. Enter the total number of institutional CEU's for all categories. The total number of institutional CEU's is found by dividing the total number of participant hours for the program by 10. (Example: 1,000 participant hours divided by 10 equals 100 institutional CEU's). *Institutional CEU's should be reported in all categories.*

FACULTY PARTICIPATION REPORT

Institution _____ Date _____

Reporting Period _____

	Non - Duplication
I. Number of Faculty From Reporting Institution.	
II. Number of Faculty From Other Institutions of Higher Education in University System	
III. Other	
IV. Total	

Instructions:

This report will provide information on the status of individuals serving as faculty in Public Service activities and their institutional affiliations.

Regardless of the number of Public Service activities in which a faculty member participates during a quarter, he or she will be counted on the Faculty Participation Report only once. There should not be duplicate reporting for faculty members participating in more than one activity.

INSTITUTIONAL SUMMARY REPORT OF CEU ACTIVITIES*

Institution _____ Date _____

Reporting Period _____

Category	Total No. Programs	Number of Participants		Total No. Participant Hours	Total Institutional CEU's
		Rec'd CEU's	Not Rec'd CEU's		
I					
II					
III					
TOTALS					
					_____ ÷ 15 = _____ **

* A copy of the report should be forwarded by the Registrar to the System Director of Admissions and Testing.

** This number will serve as a part of the full-time equivalent student account for the institution when reporting to the University System of Georgia. When reporting to the Southern Association of Colleges and Schools the divisor will be twelve (12). (For the cumulative annual report, the divisor will be 60 when reporting to the University System of Georgia and 48 when reporting to the Southern Association of Colleges and Schools.)

Prepared by:

_____ _____

Service Representative Date

_____ _____

Registrar Date

Service Report Form 4 (Instructions on Reverse)

Service Report Form 4 — Institutional Summary Report of CEU Activities

This report will be prepared by the institutional service representative and the registrar. It will provide a summary of the total number of programs, total number of participants, and total institutional CEU's earned. Please refer back to the explanation of Service Report Form 2 for definition of terms and examples.